



THE

**ATA**

MAGAZINE

PIGEON HAWK


No. 5 • BIRDS OF ALBERTA SERIES

**JANUARY 1961**

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(AND TCA)

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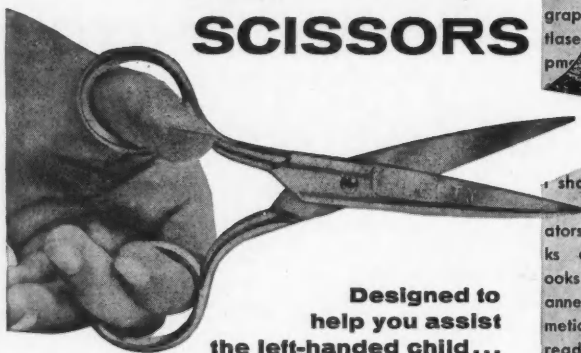
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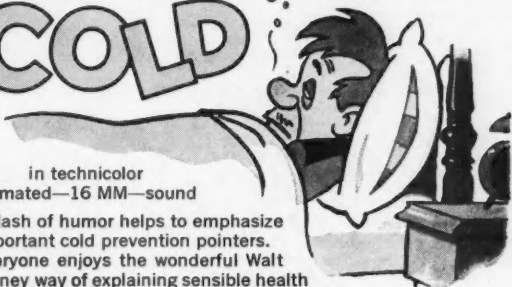
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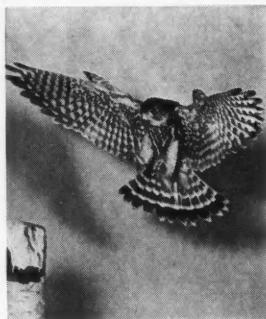
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## THE MONTH'S COVER STORY

The story by Professor Hampson on this month's cover, fifth in our "Birds of Alberta" series, will be found on page 36. The stout-hearted pigeon hawk, he tells us, returns from the south in February, while winter's icy grip is still upon our prairies.



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## THE ATA MAGAZINE

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# the **ATA** magazine

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## Straight Talk

Teachers are past masters at taking abuse in silence. Indeed, as you listen to the criticism that comes our way, you wonder whether there are any good teachers, because all you hear about are the misfits and incompetents. Perhaps teachers have become inured to the idea that it is their lot to be judged by one and all, including the misfits and incompetents in other walks of life, or perhaps teachers consider who is doing the sneering and jeering. But some critics think that silence is a sign of weakness inviting more rude treatment.

A contemporary educational publication which crosses our desk carried recently an editorial reference commending the Association's professional development program, including the establishment of specialist councils and other inservice education projects. But, in a back-room exercise of damning with faint praise was added the observation that teachers may realize that there is more to teaching than the exchange of service for money.

Professional development activities are not new, although they have gone apparently unnoticed up to now outside the Association. What we can't excuse is the implication that teachers and their organization have been interested in just the almighty dollar. Is this some sort of smear tactic? What annoys us even more is that this sort of comment comes from people who supposedly work cooperatively with teachers in the business of education. And it isn't the first time that a legitimate and respectable interest in our economic welfare has been described as something closely related to immorality.

We know that our constant pressure for higher standards in the selection and professional education of teachers is described as a device to promote and maintain a teacher shortage so as to support our arguments for better teachers' salaries. Our pressure for some

degree of control of certification is misrepresented in identical fashion. While we try to make the case for teachers as educators, others are busy promoting the idea of teachers as technicians. Yes, some people are so busy finding fault with teachers and the teachers' organization that they haven't spent ten minutes in ten years thinking constructively about problems in education. They are the types who don't believe that we need educated teachers but are the same people who emit howls of anguish when incompetence and inefficiency have been identified. Then they yelp at the Association to do something about poor teachers. How simple do they take us to be?

Apparently we must again remind our critics that the policies of this Association are designed to improve the quality of educational opportunity for everyone in this province. We have always been concerned about teachers, curriculum, standards of achievement, school organization, and the multitude of matters related to our educational system. Most of this policy was reflected in one of the most comprehensive briefs presented to the Cameron Commission during its hearings. Those who say that teachers are interested only in the dollar sign just don't know what they are talking about or resent the fact that we have policy and they haven't. Most of the criticism of our objectives appears to be coming from those whose record of constructive suggestion for improvement in education is singularly blank.

The Alberta Teachers' Association makes no bones about its insistence that the teacher is far and above the most important factor in the educational process. We admit that we sing this tune with monotonous regularity, and we have every intention of continuing to sing it over and over again. Believing as we do that good salaries are inseparably tied to the questions of adequate supply and the quality of the teaching force, we will continue to regard economic welfare as a proper objective of a teachers' organization. We will continue to press for better standards of selection and training of teachers, with the certainty that this is the surest and swiftest way to improve the quality of educational opportunity for students in the classrooms of this province.

# New Year's Greeting from the Minister of Education

At the dawn of another year with renewed opportunities to work for further progress and improvement, we may count ourselves fortunate that we are Canadians.

Canada is renowned for vast material resources, great expanses of beautiful scenery and an invigorating climate; but Canada's true greatness as a nation depends not upon her physical assets, her geography or her climate, but rather upon the qualities of heart and mind of her people.

We profess to love freedom and the liberty of the individual, but are we dedicated to helping and guiding less fortunate nations to achieve a free society? We abhor intolerance and the oppression of minorities in other lands, but have we the wisdom and forbearance to preserve and promote understanding and goodwill among ourselves so that we may serve as a worthy example? We cherish the rights and privileges of living in a democracy, but are we ready to assume responsibility commensurate with these benefits? We enjoy a high standard of living, but are we prepared to share our abundance with the hungry and the homeless elsewhere in the world?

The answers to these questions lie in the education and training provided by the home, the church and the school. During the year ahead educating our boys and girls in the ways of good citizenship will continue to present a great and inspiring challenge to all of us. I am confident that Alberta teachers will prove themselves equal to this challenge.

On behalf of the Government of the Province of Alberta and the Department of Education I extend to all members of The Alberta Teachers' Association and their families sincere good wishes for a Bright and Happy New Year.



ANDERS O. AALBORG

IT has become almost platitudinous to say that we are living in an age of change. In the last 40 years, easily within the lifetime of a comparatively young man, large areas of the world have undergone violent social and political convulsions; political ideas once thought to be impossibly radical have become accepted; all sorts of technical and technological devices have combined to make living easier and more leisured, to make travel and transportation swift and sure, to ease the labor of work. Admittedly, the benefits of science have so far been conferred only on a small section of mankind. But it is only a question of time until the level of scientific development attained by the more advanced Western countries and by the Soviet Union is found everywhere.

There is one area of human endeavor, however, which has proved relatively resistant to change — education. While the world has been changing around them, the schools have altered little. It used to be said of the Chinese that they absorbed their conquerors, that a change of rulers disturbed their ancient way of life scarcely at all.

Similarly, with the schools, new stresses in educational philosophy, changes in the curriculum, the lengthening of the period of attendance—nothing seems to make any real difference. For a time they shudder under the impacts, for a year or two the ripples run; then revolutionary zeal subsides and the chariot of education returns to its old comfortable ruts. Going around the schools today, I can say with sincerity that, although in a different country, they bear a remarkable resemblance in essential details to the school I entered as a boy in the remote Highlands of Scotland 30 years ago. And that school had changed surprisingly little from what it

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Dr. Macdonald is assistant professor of educational psychology, Faculty of Education, University of Alberta.

A bold look at —

## The Changing Teacher Function

What will our schools  
be doing in 2000 A.D.?

JOHN MACDONALD

was like when my father had attended it nearly 40 years earlier. Since it gave me a basic education which, in retrospect, seems not too unsatisfactory, I should not perhaps be too harsh in my criticisms. But I think my point stands. The strongest element in both educational thinking and educational practice is tradition.

Educational texts remind me of the hulks of old wooden ships encrusted with barnacles. When I listen to learned discussion about education the phrase comes to me—not bats in the belfry, but barnacles on the brain. This is why I cannot understand why older people invariably complain about the schools of today, and insinuate that things were different when

they were boys. It would not be surprising if they were. What is surprising is that they were not. The appearance was different, but the reality was the same. Swimming pools, bright new textbooks, and teachers loaded down with their weight of education courses, have not affected basic educational methods. That stereotype of progressivist thinking, the stern martinet of the 1890s, would, after an initial period of readjustment, feel perfectly at home in most modern schools. He would have to become accustomed to a new educational language; but he would soon realize that education speaks with two voices, one voice for the official report and the departmental circular, and another for the classroom. In this he would have an advantage over his modern colleague, who is seldom aware of the wide gap between the ideal and the practice, who sees reality through a fine haze of print.

Tradition is the dominating force in education. But there are other influences making for immobility. One is that education is as efficient as most people want it to be. Generation after generation millions of children have cantered or stumbled laboriously through the curriculum, and have emerged into adulthood as passable imitations of men and women—clumsy but passable. Some of these children, ironically enough, the apparently successful ones, have at a later date turned and rended their alma maters, criticizing savagely the schools, teachers, curricula, and the society that made these possible. More common, however, has been what I call the Goodbye Mr. Chips philosophy, with its emphasis on the good old school, the free masonry of childhood, the wonderful teacher who made it all worthwhile,

and so on. Human beings are incurably sentimental, and in the roseate glow of memory, unhappiness, struggle and temporary resentments become more valuable than sweetness and light. A philosophy of efficiency is not an attractive philosophy, particularly in an area where relative inefficiency distills an odor of sanctity, and where the victims of the inefficiency—teachers and pupils alike—will testify against you.

This is an all-out, a sweeping condemnation, and it is meant to be. The time is ripe for someone to say these things in a loud voice, even though in detailed argument he might be forced to modify some statements. I do not deny that there have always been good teachers, judged by any standards; nor that there have been some advances made over the years. But this does not affect my basic point of view. Our educational system is inefficient, shockingly so when judged by absolute standards, by the standards of what might be. In the past, human society has been so inefficiently run, with such a waste of human intelligence and human effort, that education did not stand out from any other field of human endeavor in this respect. Now we have reached a point in human history where the dragging ineffectuality of our educational organization and our whole approach to education can be clearly seen, a point where the nation and the system which does not amend its ways will, in a generation or two, go to the wall.

Just think for a moment. Every year the schools turn out into the world a horde of young people, the vast majority of whom at that point bid farewell to formal education. Think of the effort put into the instruction of this horde, over a period of nine to twelve years, by an army of teachers. Can the effort be measured by the results? As you teach from day to day, do you ever try to estimate the amount of energy you expend and to calculate how much of this energy has been profitably expended? I know that, as a teacher, I sometimes did and came to the conclusion that I was

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This article is adapted from Dr. Macdonald's address at the Castor-Neutal Hills Convention last October. We thought that all our readers would appreciate the opportunity to 'hear' his views on the changing teacher function.



"Our educational system is inefficient, shockingly so when judged by absolute standards, by the standards of what might be."

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tiring myself out for no particular purpose, because I was tiring myself in the wrong way and doing the wrong things. Some of this was no doubt my own fault, but by no means all—because I was doing the recommended things in the recommended way.

When you consider it soberly, it is a most incredible fact that, after thousands of years of formal educational practice, we know so little about the developing human mind, about the way in which human beings learn, and about ways of organizing and presenting instructional material. Take university instruction as an example. The preferred method of university instruction almost everywhere has been the lecture. Plato lectured in his Academy, Abelard lectured in the mediaeval University of Paris, and we lecture in the University of Alberta. I should think that, except for certain very special purposes, the lecture is of all means of instruction the most wasteful and inefficient. Yet we still use it at universities as the preferred method of teaching. Does this suggest an attitude of proper concern about education?

You may have anticipated me on my next point. Our lack of essential knowledge about education makes absolutely necessary a much greater expenditure of effort on research. A prominent Alberta editor has recently expressed the opinion that there is too much educational research being done already and that most of it is worthless. This particular editor's opinions about education should be well-known by now; he has been shaking a wicked cudgel at progressivism, teacher training, and the Faculty of Education rather often in the past year or two. With some of what he says I agree. To send a questionnaire around the schools and determine that the academic program carries the most prestige, is hardly an earth-shaking investigation, and not of the sort I should

myself look on with favor. As educational research it is hardly worthy of consideration.

This type of critic believes rather strongly that all we have to do to meet our educational problems is to return to the traditional methods employed when he was a boy. This point of view is so wrong-headed that it hardly merits an answer.

My belief is, as I have already indicated, that education has changed remarkably little since the good old days, that the apparent changes have only been superficial. The good old days and the bad new days have a great deal in common. Some educationists have been remarkably foolish and have offered specifics to teachers which have proved about as effective as the nostrums of the travelling circus quacks. They have given our editor a well-filled ammunition belt. But to jump to the conclusions that, because some educationists have been foolish, all educationists are necessarily so, and that, because some educational researches are pedestrian exercises in tautology, educational research as a whole is a sham and a fake, suggests that our critic's own education left some mental crevices unfilled. I would maintain that, where we now spend perhaps a few tens of thousands of dollars a year on educational research in the whole of Canada, we ought to be spending many millions. This would be considerably more profitable than many of the other undertakings on which we are spending vast sums. Also, it is the only sure way to educational advance.

Without research we can only offer opinions, speculate, strike out at random, achieve success by accident. Since it is the key to educational advance, I anticipate that, groaningly and protestingly, our society will start to turn it one of these days, and fairly soon, for the simple and imperative reason that the

turning can be delayed no longer, otherwise society itself will totter.

Therefore, if you want a prophecy of what schools will be like in the year 2000, and perhaps much earlier, I will venture to offer you one. Procedures, methods, and organization will be governed by research. Progressivism has had its fling. The brief interlude is nearly over. The day of scientific education is glimmering on the horizon.

This, then, is the main change I foresee, the main "coming event in the classroom", and all the other changes are dependent on it and arise from it. One of the other changes which should be of interest to you is the change in the status and function of the teacher.

Teachers are still a depressed class, an intellectual proletariat. The classical pedagogue was a slave, a servant who accompanied children to school, carried their writing materials, and sometimes bore the lashes which their bad behavior or inattention had earned them. And somehow the servile taint has always hung around teaching, even in Scotland. Teachers have never been fully recognized as professional people, have seldom been paid adequately for their labors, and have been subjected to a measure of direction in their work that no other professional group would endure. Education has never been a mystery, in the sense that law and medicine have been mysteries. The "natural teachers", in their own opinion at least, have always exceeded in number the natural healers.

It has often been said in recent years that teachers cannot be compared with doctors and lawyers. I must confess myself unable to see why. Perhaps not the whole body of teachers, but certainly some teachers. There are teachers teaching in the schools at present with as lengthy a training, with as much knowledge and competence in their field, as any doctor or lawyer. There is at least as much professional skill required for the proper practice of teaching as there is for the practice of medicine. It is at least as important for children to be

properly taught as it is for illness to be attended to, perhaps more so, since every child attends school, while many people go through life without serious illness.

I would admit, sadly and reluctantly, that there are some teachers who cannot be considered professional people. Their short training period and their limited educational knowledge makes this an impossibility. This, however, is a very different thing from saying that teaching itself is not a profession. It certainly is, and a most difficult one to practice.

In the educational future where research is freed from the bonds of inadequate finance and inadequate interest, I foresee that the role of some teachers, at any rate, will change markedly. Two kinds of research are necessary, fundamental and applied. They are interdependent, but will be carried out in rather different ways. The first kind of research, fundamental research, will be carried out in faculties of education, institutes of pedagogy, call them what you will, and will try to discover how the human mind operates, to use a rather unsatisfactory phrase, and one from which most psychologists would recoil in horror. In the whole of North America, very little relevant research is being done directly on this topic, at least in my opinion, and almost nothing which is of practical value to education. I have talked to some of North America's leading psychologists, and their arguments go like this: man is such a complex organism, and his behavior is governed by so many variables, that the process of learning, for example, is very difficult to study; we therefore prefer to start with simple organisms like rats; in any case you cannot expect us to direct research toward particular applications; our goal is the advancement of knowledge.

I accept this approach only in part. I agree that it would be a pity to confine ourselves to research which has obvious applications. If we do this we run the risk of missing the unforeseen and the unsuspected. Society should not make

*(Continued on Page 30)*

GEORGE LAMBERT

# Is Our Mathematics Text Language Up to Date?

Mr. Lambert comments on the language of the present Mathematics 30 text in the light of current terminology.

THERE is increasing concern that the present courses in high school mathematics are too traditional in emphasis, lacking any relation to the so-called modern algebra. It thus appears appropriate to consider some points in Chapter One on functions. It will be seen that some concepts may be restated in such a manner that the students could become familiar with the current terminology and symbolism without having to discard that of the text. The experience of dealing with the same concepts stated in a different manner should lead to a more complete understanding of the ideas concerned.

This article is prompted by a reading of the ATA Monograph on "Problems in Education" (No. 1) by D. H. Crawford, dealing with sets and Boolean algebra; by reference to such books as *Principles of Mathematics* by Allendoerfer and Oakley; and by a reading of the *Report of the Commission on Mathematics*.

The concept of "set" is developed on page 1 of the mathematics text and some examples are given, but this concept is not kept to the fore in the subsequent discussion of functions. The text definition of "function" is:

If  $x$  and  $y$  are so related that, when any value of  $x$  in a certain range is chosen, a corresponding value of  $y$  is determined, then  $y$  is called a function of  $x$ .

This definition makes no reference to the set concept. The current view is that a function,  $f$ , is a set of ordered pairs of

elements (numbers) represented by  $x$  and  $y$  ( $x, y$ ), such that for any given  $x$  from the set  $X$  of the real numbers, only one  $y$  from the set  $Y$  of the real numbers exists, and that this  $y$  may be found by applying the pairing rule which is conveniently stated as an algebraic expression.

For example, if  $2x + 1$  is the pairing rule ("function of  $x$ " in the text), then for any given  $x$  a corresponding  $y$  may be found by substitution. The set of ordered pairs thus obtained is the function  $f$  according to the current view, and the plot of the points in the plane represented by these number-pairs is the graph of the function. This function  $f$  has a domain and a range. The domain is the set  $X$  of the real numbers in the interval on the real number axis in which  $x$  is found, and the range is the set  $Y$  of the real numbers in the interval on the real number axis in which the corresponding values of  $y$  are found. Hence the text reference to the "range of values of  $x$  for which the function is defined" is, strictly speaking, not acceptable; and it is not accurate to refer to  $2x + 1$  as a "function of  $x$ ". It is, rather, a statement of the pairing rule by which the  $y$  corresponding to any  $x$  may be found. It generates the second elements,  $y$ , of the set of ordered pairs, from the given values of  $x$ . Thus,  $y$  is not a "function of  $x$ ".

The text conforms to the current practice in showing that there are four meth-

ods of determining the  $y$  corresponding to any  $x$ , namely: by a graph, by a statement in words, by a table of values, and by an equation or formula; but it should be realized that these are not four ways of "defining a function". Rather, they are ways of stating or describing the pairing rule which generates the unique second elements,  $y$ , in the set of ordered pairs which comprise the function.

The foregoing may be clarified by considering the text treatment of some examples and comparing this with a restatement of these examples in the light of the newer definitions and terminology.

On pages 7 and 8, the text refers to "functions defined by expressions". Thus the statement on page 8 about  $3x + 2$ ,  $x^2$ , and  $10^x$  would be: "These expressions determine unique values of  $y$  in sets of ordered pairs for all values of  $x$ ." Hence, the domain of definition of the function determined by the pairing rule  $3x + 2$  is the set  $X$  of all the real numbers, and its range is the set  $Y$  of all the real numbers. In reference to

$$\frac{x^2 + 2}{x - 1}$$

the domain is the set of real numbers with 1 excluded, and the range of the function is

$$y > 2 + 2\sqrt{3} \text{ and } y < 2 - 2\sqrt{3}$$

since there are no real values of  $x$  which will produce real values of  $y$  in between these values. (The text loosely uses the term "range" to apply to the independent variable  $x$  as well as to the values of  $y$  corresponding to the real  $x$  values.)

In reference to  $\sqrt{x}$ , the domain and the range is the set of all non-negative real numbers, that is, the set of all posi-

tive numbers and zero. In reference to  $\sqrt{x - 2}$ , the domain is the set of positive real numbers greater than and including 2, while the range is the set of all positive real numbers including zero. In reference to  $\sqrt{1 - x^2}$ , the domain is the set of all real numbers from  $-1$  to  $+1$ , inclusive, and the range is the set of all positive real numbers from zero to  $+1$ , inclusive.

The following example taken from the Appendix to the *Report of the Commission on Mathematics* illustrates the type of exercise in functions generally.

" $U$  is the set of real numbers, and  $f$  is a function in  $U$ :

$$[(x, y) \mid y = x^2 - x - 6.]$$

(This means: "the function  $f$  is the set of ordered pairs  $(x, y)$  such that  $y$  is determined from  $x$  by the rule that  $y = x^2 - x - 6$ ".)

(a) "Find  $f(0)$ ,  $f(1)$ ,  $f(b)$ , etc." means "determine the  $y$  which is paired with the  $x$  values 0, 1 and  $b$ ".

(b) "Graph the function  $f$ " means "plot points representing the ordered pairs  $(x, y)$  determined by the given pairing rule". (Note that the graph line will be a continuous curve only if there is a  $y$  corresponding to every  $x$  in the  $U$ .)

(c) "Find the domain and the range of  $f$ " means "determine the subset of the set of real numbers from which the  $x$ 's and the  $y$ 's may be selected". (In this case, the domain is all the real numbers,  $U$ , and the range is the set  $Y$  of the real numbers such that

$$y > -\frac{25}{4}$$

Our text would ask the student to state the range of values of  $x$  for which "the function is defined".)

The two lines which represent the axis of real numbers for  $x$  and the axis of real numbers for  $y$ , may be placed in any position relative to each other, but they are usually drawn at right angles. When we make a graph of a function, we plot the points in the plane representing the elements in the set of ordered pairs of real numbers. A continuous line may

(Continued on Page 44)

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Our readers may remember Mr. Lambert's previous article, "From Score to Mark", in the June, 1959 issue. Tables for the conversion of raw scores to rank-position scores, as described in the article, are now available free of charge. Teachers are invited to write to Mr. Lambert at Eastglen Composite High School, Edmonton.

# The Mythical Adolescent Rebel

C. C. ANDERSON

On the basis of his own observations, our author concludes that adolescents (at least, those of his acquaintance), are far from being rebels.

A COMMON theme runs through contemporary texts on adolescence: that the adolescent years are characterized by rebellion against authority, particularly against parents who adopt restrictive practices and force the youngster to emancipate himself by joining a peer group with values running counter to their own. The ensuing tension and guilt feelings constitute the "storm and stress" which observers as various as Aristotle, Shakespeare and G. Stanley Hall have noted as characteristic of this period.

Most texts take the view that this anti-parental struggle is necessary before the adolescent can emerge as a genuinely self-directive person, autonomous, emancipated, with a personally-forged set of values in which he or she believes and which are certainly not those of the parents. Even Piaget, in his recent book with Inhelder on *The Growth and Development of Logical Thinking from Childhood to Adolescence*, describes the adolescent as a rebel, a "cognitive egocentric", a menace to the stability of his society.

He says: "Most of them have political or social theories and want to reform the world: they have their own way of explaining all of the present day turmoil in collective life. Others have literary or

aesthetic theories and place their reading or their experiences of beauty on a scale of values which is projected into a system. Some go through religious crises and reflect on the problem of faith, thus moving toward a universal system—a system valid for all. Philosophical speculation carries away a minority, and for any true intellectual, adolescence is the metaphysical age par excellence, an age whose dangerous seduction is forgotten only with difficulty at the adult level."

The evidence for this position appears to come largely from novelists and clinicians, specialists in non-typical behavior. The novelists and writers are a mixed body ethnically, running from Shakespeare (*Romeo and Juliet*), Turgenev (*Fathers and Sons*), Wells (*Joan and Peter*), Musil (*Young Torless*), Butler (*The Way of All Flesh*), and Colette (*Ripening Seed*) to such contemporary authors as Soldati (*The Confession*), Sil-litoe (*Saturday Night and Sunday Morning*), "Amanda Vail" (*Love Me Little and The Bright Young Things*), McInnes (*Absolute Beginners*) and Salinger (*The Catcher in the Rye*). Among the clinicians, Lindner (*Must You Conform? and Prescription for Rebellion*) is foremost. One is driven to ask whether the picture these writers draw of the disturbed adolescent rebel is representative. For ex-

# Some Questionnaire Responses

A = Agree

D = Disagree

U = Uncertain

Item	Grade Level	Response categories in percentages		
		A	D	U
"Honesty is the best policy" may be a good motto, but in real life one cannot be successful by being completely honest.	Grade VII	53	34	13
	Grade VIII	47	40	13
	Grade IX	42	53	5
	Grade X	28	57	15
	Grade XI	34	58	8
	University	18	67	15
Parents should not expect sixteen-year-olds to come home at a set time from parties and dates.	Grade VII	53	40	7
	Grade VIII	48	43	9
	Grade IX	35	59	6
	Grade X	36	50	14
	Grade XI	23	71	6
	University	10	81	9
Parents who grew up in an earlier generation cannot advise the children of this generation.	Grade VII	38	54	8
	Grade VIII	33	53	14
	Grade IX	32	47	31
	Grade X	33	49	18
	Grade XI	21	58	21
	University	18	54	28
Percent agreeing				
Parents love to give good advice: it compensates them for their inability nowadays to set a bad example.*	Grade VIII	35		
	Grade IX	31		
	Grade X	16		
	Grade XI	11		
	University	3		

\*Grade VII pupils did not take this test.

Dr. Anderson is associate professor in the Division of Educational Psychology, Faculty of Education, University of Alberta, Edmonton. Any person who wishes to administer the questionnaires used by Dr. Anderson is invited to write to him in care of the Faculty of Education and he will arrange for the tests to be sent and for the responses to be analyzed.



ample, Wells in *Joan and Peter* talks of adolescence as a "... period of distressful perplexity, of hidden hypothesis, misunderstood parents, checked urgency, and wild stampedes of the imagination."

I found this picture of the adolescent rebel so much at variance with the quiet demure characters I found in high school classrooms of Edmonton that, with the help of some teachers attending a class on the Psychology of Adolescence in the evening credit program of 1958-59, I administered some questionnaires to students in Grades VII through XI and at the freshman university level. The results confirmed my observations and left the picture of the Edmonton adolescent as a young Prometheus quite without support. He (and she) turned out to be markedly moralistic, adopting a conventional, rule-oriented, anti-psychological approach to behavior, and this was a trend which increased with advancing grade levels. Consider, for example, the moralistic quality of the first three responses given on the page opposite.

There was also a marked preference, which increased with age, for 'traditional' values, usually categorized in Spindler's terms as the "work success ethic", "personal independence" and "Puritan morality". "Socialized anxiety" seems to inform the views of adolescents, for they applauded the postponement of personal pleasures in the hope of future vocational gain. They distinguished themselves by preferring A to B in their responses to the following item: "A. Deny myself enjoyment for the present for better things in the future, B. Have fun attending parties and being with people".

Finally, there was considerable applause for parents with hardly a dissenting voice except at the younger age levels. For example, consider the percentage agreement at the various academic levels with the last response noted opposite.

Of course a critic might argue that possibly my sampling was bad and the schools in which my evening credit students taught were unrepresentative. This may be true and I should certainly like

to check my results by administering the questionnaires again to pupils in Grades VII through XII in various parts of the province: in Grande Prairie, Lethbridge, Camrose, Red Deer, in rural junior high and high schools with large enough numbers of students, and in Catholic schools, if this could be arranged.

However, until this happens and my results are disproved, I conclude from my present findings that the Edmonton (possibly the Western) adolescent is a *douce*, moralistic character, family-oriented, unsophisticated, and traditional in values—as a good frontiersman's descendant should be.

## *Have YOU Applied?*

There is still time to send in your application to attend the inaugural meetings of several of the Association's specialist councils. Application forms were included for teachers' convenience in the November and December issues of the magazine.

For the Social Studies Council, applications should be received at Barnett House by February 1.

Applications for membership in the Council on School Administration are requested by February 25.

Applications for the Science Council should be filed by February 15 (March 15 is the deadline for registration for the April 6-7 conference).

Persons who have submitted applications for the English, Mathematics and Modern Language Councils will be receiving information directly about the plans made by the provisional executives of these groups for the spring conference or other activity.

Three other specialist councils have been approved by the Executive Council—Home Economics, Industrial Arts, and Business Education. As soon as the provisional executives of these new groups have met, applications will be invited and publicity will be given in the magazine.

# What 1961 COULD Be Like!

Presenting a novel and interesting idea  
for the term division of the school year.

## E. R. DANIELS

**A**LTHOUGH many uncertainties face us in 1961, we can be sure of one thing! It will be broken up into three school terms, of which at least one is going to seem far too long.

Easter will be, as we say, early, this year, so that the Spring Term will last only 13 weeks. (Last year, you will remember, it was—what? 15 weeks?) The Summer Term will be 12 weeks in length, and the Fall Term will be that usual 16 weeks.

But—does it have to be this way? Are we merely the victims of tradition? If not, what are the alternatives? And, more important still, what would be the benefits from adopting an alternative system to this arbitrary tri-term division?

These terms centre around the three major holidays of the year: Christmas, Easter, and the summer recess. Do they have to? Surely the only holiday that has any pretensions to being a focal point is Christmas, coinciding as it does with the New Year celebrations.

In addition, Christmas, though we may deplore its commercialization, retains its atmosphere of being the main family festival of the year. Furthermore, it enhances its Christian value in the modern world by remaining stationary.

Easter, unfortunately, is another basket of eggs altogether. It seems most unlikely that the Church will consider any calendar stabilization at this late date—a pity, when one considers the sagacity of those who assigned the birth

date of Christ, for whatever reason, to its present December location. Also, being less of a family festival, there seems to be little reason to continue referring to it as a major divisional point of the school year. It would serve its particular purpose just as effectively as a long weekend.

With this change, the Christmas-New Year holiday now becomes the sole focal point for a rescheduling of the school year. And the concept that springs to mind is the logical one which could bring enduring benefit to our educational system—that of the four-term year, with each term consisting of approximately 10 weeks.

The school calendar would then have this new, and much more attractive look for 1961. The first, or Winter Term, would run from Tuesday, January 3 to Friday, March 10 (49 school days), followed by a week's break. The second, or Spring Term, would begin on Monday, March 20 and finish Wednesday, May 31 (53 days). June and July would, therefore, become the two summer recess months. The third, or Pre-fall Term, commencement date would be Tuesday, August 1 and it would continue until Thursday, October 5 (48 days). A ten-day fall break here would bring us back to face the Christmas Term on Monday, October 16 through to Friday, December 22 (50 days). The actual school year would, as now, begin after the summer recess and terminate at the end of the following May.

This concept would, obviously, call for some readjustment of outlook and approach to our school time. It seems clear that the shorter, more compact, and more



dependable, term length would be favored by both students and staff alike. Without doubt, the last few weeks of a 16-week term are the longest of the year, with staleness, frustration and tension building up on both sides of the teacher's desk.

Work could be more effectively planned on a term basis and the interest and enthusiasm of both instructor and student is less likely to flag. In addition, the short breaks between the first and second, and between the third and fourth, terms would establish a happy balance between relaxation of tension and the sustaining of pace, providing an easing of pressure without loss of continuity.

Two other perennial problems could be solved under this system. Departmental and end-of-year examinations would benefit from the less summery atmosphere (both activity- and weather-wise) of May compared with June. Additionally, the better outdoor climate of August and September would provide a definite slot for track-meet days and other sports fixtures which not only depend upon good weather, but do interfere considerably with the academic atmosphere of the present summer term.

Of course, the idea of returning to

Mr. Daniels, who is presently completing requirements for his education degree, was principal during the last school term at the elementary school in High Prairie. He and his wife joined the High Prairie divisional staff in 1957 upon arrival from England.

school for August might not, at first glance, have great universal appeal. However, the compensation of June as a better holiday month, plus the added incentive of the ten-day break in October to take advantage of the delights of the fall, may well, in the long run, be found to be more than adequate.

Many adjustments have had to be made as our educational system has developed and broadened in scope. The little red schoolhouse, the wood stove, the horse-drawn school van, are gradually moving into the realms of antiquity. Now is the time to realign our thinking and despatch the present outdated terminal division of the school year along with these other symbols of early education. Let us make this change-over from ancient to modern our New Year wish for education for 1961—and hope to see it effective in 1964.

### ***Notice regarding Amendment to Reciprocal Pension Agreement***

The reciprocal agreement between the Board of Administrators, Teachers' Retirement Fund and the Public Service Pension Board, has been amended as of September 1, 1960. The agreement now applies to all teachers transferring to or from employment with the Government of the Province of Alberta.

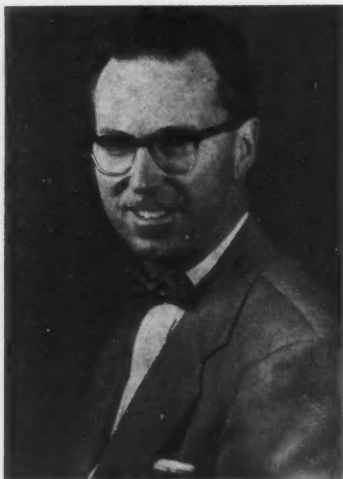
Teachers who have obtained refunds of contributions made to the Public Service Pension Fund, because the agreement prior to September 1, 1960 would not permit a transfer to the Teachers' Retirement Fund, may repay the refund of contributions to the Public Service Pension Board, with interest at three percent, and apply to the Board of Administrators, Teachers' Retirement Fund for a transfer of contributions. Repayment of the refund must be made before September 1, 1962.

**Board of Administrators  
Teachers' Retirement Fund**

February 9 and 10, 1961

# City Teachers'

## ATA Guest Speaker



J. D. McAULAY

"Where Do We Go From Here" is the title of Dr. McAulay's address to the Calgary City teachers in general session. In Edmonton, his major address will be on the subject, "Teaching Is Creative".

Guest speaker at the city conventions will be Dr. J. D. McAulay, associate professor of education at The Pennsylvania State University.

Dr. McAulay is a former Albertan and a graduate, with B.A. and B.Ed. degrees, from the University of Alberta. He obtained his M.Ed. from the University of British Columbia in 1946 and his Ed.D. from Stanford University in 1948, majoring in elementary education.

He taught in Alberta for seven years. His first teaching position was in a rural school near Vulcan; then he taught for a year at Picardville and in senior high school grades at Coronation. For two years he was on the Edmonton Public School Board staff, at Spruce Avenue and at King Edward Junior High School.

Dr. McAulay was director of education at Southern Oregon College for ten years. In 1956, with a Fullbright Scholarship, he went to Australia and New Zealand where he served until 1958 as a consultant on teacher education. He was also a member of the International Circuit Team for the New Education Fellowship in Australia in 1957. Dr. McAulay is a member of the editorial board of the magazine *Social Education* and is a contributor to other professional journals. He is a member of the National Council for the Social Studies, the National Education Association, and other NEA and state education organizations.

# s' Conventions

Inspirational speakers, interesting innovations, varied divisional sessions, and pleasure await city teachers at their February conventions.

## Calgary City

*Locals*—Calgary City and Calgary Separate.

*Officers*—Ralph Miller (Crescent Heights High School), chairman; Phyllis M. Light (Crescent Heights High School), secretary; W. N. Holden (Parkdale School), publicity chairman.

*Visiting speakers*—Dr. J. D. McAulay, Association guest speaker; L. W. Kunelius, Department of Education; Dr. H. T. Coutts and Dr. T. G. Finn, Faculty of Education; A. D. G. Yates, Elizabeth W. Duff, and Dr. S. C. T. Clarke, Alberta Teachers' Association.

*Superintendents*—R. A. Cannon and R. Warren.

*High school inspector*—L. W. Kunelius.

*Form of convention*—General sessions each half day and divisional sessions Thursday afternoon and Friday morning.

*Theme*—"Education in a Revolutionary World".

*Entertainment*—Luncheons each day; banquet and dance Thursday evening.

## Edmonton City

*Locals*—Correspondence School, Edmonton Public, Edmonton Separate, Edmonton Suburban, West Jasper Place.

*Officers*—Hubert M. Smith (Bonnie Doon Composite High School), general chairman; L. Mutual (St. Paul's School), corresponding secretary; Agnes Buckles (Crestwood School), general publicity chairman.

*Divisional Chairmen*—Marian Argue, Division I; Mrs. V. Syrotuck, Division II; Agnes Buckles, Division III; and Hubert M. Smith, Division IV.

*Visiting speakers*—Dr. J. D. McAulay, Association guest speaker; Dr. R. E. Rees, Department of Education; W. Pilkington, Faculty of Education; A. D. G. Yates, L. Jean Scott, and Dr. S. C. T. Clarke, Alberta Teachers' Association.



PHYLLIS M. LIGHT



H. T. COUTTS



T. G. FINN



H. M. SMITH



L. MUTUAL



AGNES BUCKLES



R. E. REES



W. PILKINGTON

*Superintendents*—Dr. Peter F. Barga, H. E. Beriault, Munroe MacLeod, A. A. O'Brien, and W. P. Wagner.

*High school inspector*—E. D. Hodgson.

*Form of convention*—General session at Jubilee Auditorium, and workshops and panels by divisions: Division I at Victoria Composite High School; Division II at Ross Shepard Composite High School; Division III at Strathcona Composite High School; and Division IV at Bonnie Doon Composite High School.

## Some Highlights of Teachers' Conventions

The Calgary City Convention has chosen as its theme, "Education in a Revolutionary World" and the guest speaker, Dr. J. D. McAulay, will address the entire group under the title, "Where Do We Go From Here?". Dr. McAulay will also speak to Division I teachers on "Trends in Elementary Education". Dr. McAulay's fields of specialization are the curriculum for the elementary school (particularly as related to social studies) and teacher education (particularly of the teacher in the elementary school). He has taught graduate courses in philosophy, psychology, curriculum, tests and measurements, and backgrounds of social science.

Other outstanding persons scheduled to address the Calgary City teachers are: Dr. Malcolm C. Taylor, president of the University of Alberta at Calgary; Dr. George E. Flower, professor of education, Ontario College of Education; Dr. Hugh Keenleyside, chairman of the British Columbia Power Commission; and Dr. Olive Fisher, formerly of the University of Alberta at Calgary and well-known to Alberta teachers.

At the Edmonton City Convention, Dr. McAulay's major address will be "Teaching Is Creative" and he will also speak to teachers of Division II on "Competencies of a Classroom Teacher".

Other guest speakers are Keith Bissell, chief supervisor of music for public schools in Scarborough, Ontario, and Gordon Wright, supervisor of physical education and director of athletics for the Ontario Department of Education. Mr. Bissell, who was formerly music supervisor in Edmonton Public Schools, will speak about the Carl Orff method of teaching music, which he went to Austria to study on a Canada Council scholarship. Mr. Wright is national president of the Canadian Association for Health and Physical Education and Recreation (CAHPER) and the topic of his address to high school teachers in Edmonton will be "Interscholastic Athletics: Their Sane Promotion and Control".

Another feature of the Edmonton convention will be a Science Fair, sponsored by Division I and II teachers, in which 100 children will demonstrate and explain exhibits grouped according to grade and unit.



## Regional Conferences

### THE PRESIDENT'S COLUMN

During the latter part of January and the first two Saturdays of February regional conferences will be held in every geographic district of our Association. The 1960-61 series of regional conferences will feature discussions on specialist councils, curriculum and accreditation, pensions and economic welfare.

First organized some four years ago, in an effort to improve communications between the provincial and the local level, these conferences have become a regular annual feature of each Association year. The actual schedule of conferences is planned by head office in consultation with district representatives. Each district representative assumes the responsibility of notifying locals in his district and tries to make certain that every local will send a delegation representative of the local executive and its major standing committees. In addition to acting as chairman of the conference, the district representative is expected to assist as a discussion leader on some of the topics on the agenda. Because of the extensive and specialized nature of some of the discussions, other executive members and staff officers are assigned to each regional conference.

Obviously, since the principal purpose of such conferences is to provide information to local leaders, the sessions do not permit as much round-table discus-

sion as might be desired. No regional conference can be counted a success unless local reactions and opinions are expressed and conflicting views are aired. The Executive Council is keen to know what are the concerns of locals and, through local leaders, the problems which are uppermost in the minds of the teachers they represent.

There is probably no single factor which assures a successful conference. Proper organization is important but so is the enthusiasm and interest of those who attend. The information to be presented must be useful to local leaders and it must be given in a forthright and objective fashion. Provocative questions posed by either consultants or the representatives in attendance help to keep the purpose of the meeting in focus and to reveal the problems the Association may face.

Finally, the regional conferences will fall far short of their ultimate objective if those who attend fail to pass on the information and views they have obtained to the members of their own locals. Unfortunately, this appears to have been too often the case. Personally, I should think that the president of each participating local might well take as his primary obligation the scheduling of a general local meeting for a special report on the conference for his area.

### Callbeck rink models first prize sweaters

*Skip Dave Callbeck (kneeling) and (left to right) Geo. Lewis, W. J. Matheson, and O. S. Geiger of Calgary.*



## Callbeck Takes Rose Trophy

For the second year in a row, a Calgary rink has taken home the coveted P. B. Rose trophy, emblematic of the provincial teachers' curling championship. Skip Ted Callbeck received the Rose Memorial Cup from the hands of Dr. Pat Rose of Edmonton and his brother D. A. Rose of Lethbridge, in the clubrooms of the Shamrock Curling Club in Edmonton at the conclusion of the draws on December 27.

The presentation was made at the close of the annual banquet which seated 185 teacher curlers from all parts of the province. Callbeck, along with lead W. J. Matheson, second George Lewis, and third O. S. Geiger, ran up a total of 48 points in three scheduled games, permitting only 12 points to be scored against him.

Bonspiel President Dave Cooney then presented the other prizes to the runners-up. The second prize of sport shirts went to the Ed. Nepstad rink. The Norm Cuthbertson rink from Edmonton took third prize (dress shirts), while fourth

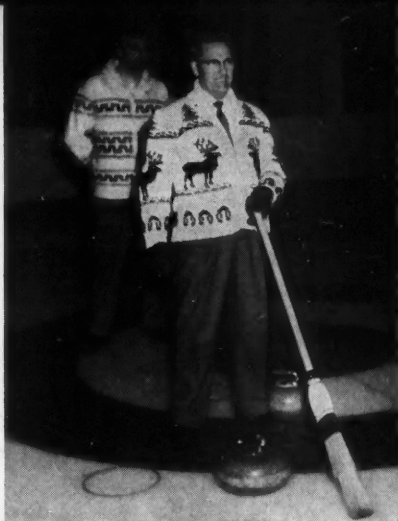
went to the Harry Chomik rink of Innisfree (hats). In fifth place was the Don Ellerbeck rink of Edmonton (cufflinks), while Harold Ulmer's Griesbach entry took the consolation prize.

In presenting the trophy on behalf of the Rose family, Dr. Rose again expressed his appreciation of the keen competition which is developing in the annual teachers' 'spiel. "I note that the number of entrants is up again this year," he said. "We are gratified to see the increasing interest in the trophy we have provided as a memorial to our father." The late Mr. P. B. Rose, Sr., well-known Edmonton teacher, was an avid curler himself. This year, for the first time, Dr. Rose entered a rink which included his brother, D. A. Rose of Lethbridge, who teaches business education in the Lethbridge City high schools and junior college, Al Olson, second, and Bob Bowen, lead.

Each rink played three games during the day, and the standings were decided

# The Faculty entry 'fires' . . .

ATA Past President Harold Melsness holds the broom; opposition Art Kratzman looks on.



(Below) Edmonton Separate School entrants confer

Alex Nimco (left) and Pat Quinlan (right) of the ESSB.



on total points for and against. Roy Eyres acted as secretary and chief scorekeeper, assisted by Kingsley Dean and G. K. Brady of Edmonton.

The talk heard around the banquet table indicated that support was growing for the idea of a two-day 'spiel with regular scheduling. The newly-elected executive, consisting of Harold Ulmer (Griesbach), president; Al Williams (Edmonton), vice-president; and Directors Ted Callbeck (Calgary), Norm Cuthbertson (Edmonton), John Finlay (Jasper Place), Roger Johnston (Edmonton), and Andy McGladrie (Millet) will consider this matter as well as others referred to it at the post-banquet business meeting.

Among the guests at the head table were Dr. W. H. Swift, deputy minister of education; Dr. H. T. Coutts and his faculty rink; Dr. P. B. Rose; D. A. Rose; the Callbeck rink; A. D. G. Yates, ATA president; and Dr. S. C. T. Clarke, ATA executive secretary.

## Three Roses behind the glass

From front to back: Mrs. P. B. Rose, Sr., and Mrs. P. B. Rose, Jr., Edmonton, and Mrs. D. A. Rose of Lethbridge, cheer the family team.



## ***Executive Council Elections, 1961***

Local associations nominating candidates for election to the Executive Council of The Alberta Teachers' Association should make certain that the following procedures are followed to ensure that nomination papers are in order and will be placed before the Nominations Committee.

- One acceptance form, signed by the nominee and witnessed, must be submitted before any nomination is in order.
- Each nomination form must be duly signed by the president and secretary of the local, and each signature must be witnessed.
- Nomination forms must be received by head office on or before 5 p.m., February 20, 1961.
- Each candidate is requested to submit, for publication in the March, 1961 issue of The ATA Magazine, biographical information not exceeding 150 words and a glossy print of a recent photograph. This material must be received at head office not later than February 20, 1961.

### **By-Laws Relating to Elections**

#### **Executive Council**

##### **By-law No. 25—**

"(1) The Executive Council shall consist of fourteen (14) members, namely, the president, the vice-president, the immediate past president, and the executive secretary, and ten (10) district representatives. The president, vice-president and district representatives shall hold office from the time of their installation until their successors have been elected and installed in office. They shall be elected by ballot of the members of the Association as herein provided.

"(2) The executive secretary and treasurer and other assistants, if any, shall be appointed by the Executive Council."

#### **Nominations and Acceptances**

##### **By-law No. 40—**

"Any local by resolution at a regularly called meeting or at a meeting of the executive committee thereof, shall be entitled to nominate one (1) member as

a candidate for election to the office of president, one (1) member as a candidate for election to the office of vice-president, and one (1) member as a candidate for election to the office of district representative for the district of which the local forms a part. Subject to the provisions of By-law 42, any member of the Association may be nominated for the office of president and vice-president. For the office of district representative a local may nominate one of its own members or one of the members of another local in the same district."

##### **By-law No. 43—**

"Nominations and acceptances must be received by the executive secretary not later than forty (40) days prior to the first day of the Annual General Meeting."

Nominations for election to the Executive Council of The Alberta Teachers' Association, and acceptances of nominations, in the form prescribed by the Executive Council, must be received at head office on or before 5 p.m., February 20, 1961.



Any sublocal may suggest to the executive committee of its local the names of proposed candidates for election as president, vice-president, and district representative.

## **Eligibility of Members to Vote**

### **By-law No. 37—**

"Except as herein otherwise provided, each member, who has paid his fees for the month of November preceding each election of the Executive Council, shall be entitled to vote in such election."

## **Eligibility of Members for Election to the Executive Council**

### **By-law No. 33—**

"A person shall be eligible for election to the Executive Council, if at the time of his nomination he:

- (a) is a member in good standing,
- (b) is entitled to vote in the election of the Executive Council, and
- (c) has for not less than four (4) consecutive years immediately preceding his nomination been a member of the Association or a member of any other affiliated organization of the Canadian Teachers' Federation, provided that a period of unemployment as a teacher during such years shall be deemed to be a period of membership for the purpose of this by-law."

### **By-law No. 42—**

"To be eligible for nomination as a candidate for the office of president, the proposed nominee shall have served previously as a member of the Executive Council."

## **1961 Elections**

### **By-law No. 38—**

"(1) One-half of the members of the Executive Council other than officers shall be elected annually and shall hold office for a period of two years from

the date of the first executive meeting following their election.

In accordance with By-law 38 (1) the following elections to the Executive Council for terms beginning Easter, 1961 will be held.

## **Officers**

President

Vice-President

## **District Representatives**

Northeastern Alberta Constituency

Edmonton District Constituency

Central Eastern Alberta Constituency

Calgary City Constituency

Southwestern Alberta Constituency

## **Geographic Districts**

### **Northeastern Alberta Constituency**

All schools situated within the area covered by the following locals: Athabasca, Bonnyville, Lac la Biche, Lamont, St. Paul, Smoky Lake, Thorhild, and Two Hills.

### **Edmonton District Constituency**

All schools situated within the area covered by the following locals: Barrhead, Clover Bar, Edmonton Suburban, Edson, Lac Ste. Anne, Leduc, Stony Plain, Sturgeon, Westlock, and Wetaskiwin.

### **Central Eastern Alberta Constituency**

All schools situated within the area covered by the following locals: Camrose, Castor, Holden, Killam, Neutral Hills, Provost, Vegreville, Vermilion, and Wainwright.

### **Calgary City Constituency**

All schools situated within the area covered by the following locals: Calgary City and Calgary Separate.

### **Southwestern Alberta Constituency**

All schools situated within the area covered by the following locals: Crow's Nest Pass, Lethbridge City, Lethbridge District, Macleod, Pincher Creek, St. Mary's River, Taber, and Warner.

## **ACROSS THE DESK**

### **1961 Grade XII Summer School for Teachers**

The 1961 Grade XII Summer School for teachers will open July 3 on the campus of the University of Alberta, Edmonton, for a period of six weeks. The two previous sessions in the series have accommodated more than 1,000 teachers who wished to clear matriculation deficiencies. It is anticipated that the demand for admission during the coming summer will equal that of other years and that many teachers will seize this opportunity to strengthen not only their academic background but also their status in the profession. The offering will include all Grade XII examination subjects if the enrolment warrants—at least 15 candidates must be in attendance for any given course. Only persons classified as teachers will be permitted to enrol.

The University will again act as host to the Summer School and the president and staff have extended a sincere welcome to all prospective students. The director of the University Summer School has been most cooperative and helpful in making available administrative offices and classrooms. Among the advantages of placing the school on the campus are: university atmosphere; opportunities to associate with mature persons, including university professors, who have an interest in further learning; privileges of attending functions of the University Summer School; and the opportunity for teachers deficient in only one Grade XII subject to complete this, and through special arrangements with the dean of the Faculty of Education, to study concurrently one university course.

The staff for the coming session has been selected in terms of competence and sympathetic outlook. Instructors are experienced in leading students of this level through the courses at an appropriate pace and will offer to all registrants instruction adapted to their needs.

They have developed pre-study outlines in the expectation that students will prepare in advance for the summer's work.

Complete details of the Grade XII Summer School are available upon request to the coordinator of teacher education, Department of Education, Administration Building, Edmonton.

### **1961 Summer School of Linguistics**

In connection with the 1961 Summer Session at Edmonton, the University of Alberta will again conduct a Summer School of Linguistics. A program of nine courses will be offered. A number of these will be of special interest to teachers who are completing requirements for the B.Ed. degree with majors and minors in languages, including English.

More detailed information may be found in the Summer Session announcement and also in a special brochure which may be obtained from Dr. E. Reinhold, director of the Summer School of Linguistics, Department of Modern Languages.

### **Varsity Guest Weekend February 23 - 26**

Each year the University of Alberta hosts thousands of high school students and other interested persons from all parts of the province who visit the Edmonton campus during Varsity Guest Weekend. This year, about 15,000 visitors are expected to visit the campus during Varsity Guest Weekend, February 23 through 26.

News releases regarding the activities planned will be issued between now and February 23 by the committee in charge. If you wish to be put on the mailing list, write to Peter Chapman, public relations officer, University of Alberta, Edmonton.

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## The Changing Teacher Function

*(Continued from Page 12)*

too great claims upon its most brilliant men. It might well follow the example of some—by no means all—of the great American corporations, who, in effect, pay scientists salaries to do as they like. The newly joined scientist is given a laboratory, permitted to order equipment within a very flexible budget, and allowed to carry on his own experiments. Every so often they check to see if he has hit on something they can use. They may have to wait for years. But they have found these terms of employment extremely profitable. Society, however, does have a right to demand that researchers spend a proportion of their time dealing with topics where it is urgently necessary to find answers. After all, when we have discovered in what respects rats are similar to men, we still have to find in what respects they are different. And this involves working with men.

If we do eventually get our researchers to devote some time to the study of topics relevant to education at one remove or another, this will involve the co-operation of the schools. At the same time, however, the schools will be conducting their own research, and the people immediately responsible for this research will be the teachers. Not all teachers will carry a professional responsibility of this order, but some certainly will. By this time not everyone instructing in school will automatically be considered a teacher.

I foresee the development of new categories of school staff, whose work will be done under the general supervision of trained teachers. The pattern is already laid in the other professions. In dentistry the exact nature of the duties of dental aides has been under discussion for some time. If you go into hospital, you will find that many of your attendants are not fully trained nurses, nor have they any intention of becoming so. In the Soviet there are many medical aides, who can diagnose and prescribe

up to a certain point, due to their special training; they are not, however, regarded as doctors. There are many duties in the classroom which could be fulfilled adequately by teaching aides under the guidance of qualified teachers; in particular, many of the more formal and routine procedures could be turned over to them. This would solve a number of problems at the same time.

One of the difficulties which teachers face in their attempts to achieve professional status is the fact of their numbers. Society will always require more school staff than physicians or lawyers. It will therefore be difficult, even with improved salaries and conditions, to obtain sufficient people of high calibre, particularly in view of predicted increases in school enrolment. But there are certain jobs in the classroom for which only a limited amount of ability and training is necessary. Setting able, highly trained people to do them is wasteful and inefficient, especially in a period when there is a premium on the services of such people. Other professions have come to realize that there are duties which can be turned over to auxiliaries. I am glad to see a growing awareness that this is also possible in education.

The way in which teaching aides are introduced to the schools will have to be watched with care, since there are always those whose main concern in education is not effective instruction, but the staffing of classrooms. Under no circumstances must an aide be permitted to practice as a fully qualified teacher. His training, and the limit of his duties, have to be carefully worked out.

I anticipate less difficulty than might be imagined in obtaining teaching aides. The general pattern of industrial development over the last 15 years shows an increasing trend of employment away from productive industrial labor and towards the service occupations. I feel that with reasonable salary levels the post of teaching aide would prove attractive to

"... teachers in the future will have to carry some professional responsibility for the conduct of certain kinds of educational research."

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a great many people, especially girls and women, and carry more prestige than their present occupational choices.

You can see the picture I am trying to build up. On the one hand, we have the practising teachers, a corps of fully trained, professionally responsible people, recognized by society as possessing a definite body of knowledge. On the other, we have a trained corps of semi-professional auxiliaries, whose presence in the school system is very necessary, who do a valuable job, but who are under the supervision of the teachers. There are various precedents for this situation. The pupil teachers of the nineteenth and early twentieth centuries offer the most obvious example. At its best, under the conditions of the time, the pupil-teacher approach was very effective. At its worst, it was a caricature of education. The difference for us will be that we are not trying to turn people of limited competence into teachers; we are offering them work within the limits of their abilities.

I said earlier that teachers in the future will have to carry some professional responsibility for the conduct of certain kinds of educational research. This is only possible if we draw a clear distinction between teachers and other instructional staff, if we employ teaching auxiliaries to relieve teachers of the unnecessary tasks which they now perform. The improvement of our educational system demands research; much of this research has to be carried out by teachers; the implications are that we have to define what we mean by a teacher much more closely, and distinguish between the tasks that are appropriate for a teacher and those that are not.

I am not talking wildly and speculatively by any means. The beginnings of the situation I am describing may already be seen. In the last year or two

there has been a good deal of talk about action research. Action research describes applied research devised and carried out by teachers to improve instruction. The action research movement is growing, particularly in the United States. Its members have committed themselves to the new point of view. But they are hampered considerably in their development of research policies by the inadequacies of the present school situation. Even with the assistance of experts, few teachers are qualified to handle investigations. Since the researches carried out have also to serve as inservice training, investigations tend to be of a rather pedestrian sort, replicating interminably researches carried on elsewhere. Furthermore, school boards look with a jaundiced eye at the expense, principals and superintendents are concerned about administrative disorganization, and teachers themselves complain about the extra demands made on them and the lack of direct consultation with them. In this situation action research can scarcely thrive. The proper practice of educational research demands fundamental changes in the school system.

Let me suggest to you, assuming that these changes will be made—and I am convinced that we shall be forced to make them—some of the research which might be done. For example, a great deal of heat has been generated in discussion of the topic of selection by ability and achievement. In a research-based system it ought to be possible to decide this matter once and for all, bearing in mind that the major aim of the system is to produce efficient instruction and sound learning. Experiment should be carried out with a variety of selective devices at a number of different age levels, under conditions which make it possible to compare directly achievement in homogeneous classes with achievement in

heterogeneous classes. I have no patience with the enormous variety of small and limited investigations which arrive at inconclusive results. We need to settle this matter once and for all.

Let me speculate for a moment about the possible results of investigation. We might find that selection produced no marked improvement in achievement. We might discover that it was effective at some age levels but not at others, or that it worked well for some categories of children, but affected others badly. We might even find that there were subject differences; that it was an excellent method of organizing classes in mathematics, but was less effective for, say, social studies. I shall not attempt to say what I think the results would be. But whatever they are, they should be followed. This is the attitude of educational science.

To use another example, considerable doubts have been expressed as to whether present methods of classroom instruction allow sufficient scope for satisfactory treatment of individual differences. And vast individual differences exist even within a class where the range of difference in ability and achievement has been artificially narrowed.

I was recently involved in discussion of a project suggested by an assistant superintendent in this province. He pointed out that schools were making insufficient use of modern audio-visual aids, particularly television and tape recording facilities. He felt that proper use of these aids would enable teachers to dispense with many of the class lessons which take up so much of their teaching time, and concentrate on the diagnostic and remedial functions of teaching. He suggested the installation in experimental classrooms of a number of booths, each booth to contain viewing and listening facilities. The entire junior high school course in a subject might be divided up into a number of units, each unit perhaps consisting of some 10 to 20 lessons. Each lesson, taught by a teacher recognized as an expert, would be televised and/or tape recorded, and made

available to the schools. The pupils would see in order, in their classroom booths, all the lessons comprising the units. Special exercises and assignments would be set after each listening and viewing session. As each pupil completed an assignment or, on the other hand, found difficulty in completing it, he would bring it to the teacher's office for evaluation. It might be necessary for him on some occasions to return to a booth to watch a lesson again. When he had worked through all the lessons and assignments and completed a unit, he would sit the special test, on the result of which would depend whether or not he passed on to the next unit.

It is easy to see that a system of this sort, if adopted, would involve fundamental changes in the role of the teacher. To teach, as the term is at present understood, requires possession of a certain complex of abilities. The teacher has to be able to handle and manage groups of children in particular ways; over the course of years he becomes, or should become, very good at it. Teaching considered as a skill in which the most stress is laid on diagnosis and remedial work may require quite a different set of abilities. If teaching becomes a matter of teaching for individual differences, then common denominator teaching disappears.

There is some possibility that a limited project of this sort will be tried out in some Alberta schools within the next two or three years. The initial capital costs will be considerable—provision of film, installation of equipment, and so on—but once this expenditure has been accounted for the costs of running the project should not be excessive. If it were successful, the pressure would be on for a complete revamping of the age-grade structure which determines the organization of schools. Some children would run through the units of a course at a much greater rate than others, and be several educational years ahead of their compatriots at quite an early age.

Of course, it would be possible for children of the same age working on



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different units to be members of the same basic class group. It would also be possible for a child to be working at a much higher level in some subjects than in others. In other words, this system would introduce a much greater flexibility to education than exists at present; it would also cater for individual differences to a marked degree. It could coexist either with heterogeneous or with ability grouping.

There are a good many more research possibilities with which I could deal. I distinguish to some extent between methods of teaching and methods of presentation of subject matter; in research so far, the two aspects have often been confused. There is much work to be done in presentation. Lately a number of mathematicians have claimed that the way in which the concept of number is taught in elementary classes actually hampers children in their attempts to understand mathematics. In one book on the new mathematics which I read recently the author claimed to have taught calculus to six-year-olds with considerable success. This is remarkable, in view of the fact that calculus no longer finds a place in the Alberta senior high school curriculum. If our mathematical methods of presentation are so inadequate, the same may be true in other fields, literature and language for example—and I believe it to be particularly true in social studies.

In summary, I would say that the schools, as they exist at present, are brakes on the progress of society. This inefficiency is now so evident that dim realization of the true state of affairs is beginning to percolate throughout the community, accounting for the increasing public concern in educational matters. Unfortunately, some of the solutions that have been offered would make matters worse rather than better. Professional educators have been blamed. They must bear their share of responsibility; and their response to the current criticism has often been unwise. But the true responsibility is dispersed much more widely.

## *Resignation Dates Study*

As announced in the October issue of *The ATA Magazine*, the joint ASTA-ATA Committee has been going ahead with preparations for further action on the resignation dates problem. Two questionnaires have now been printed and mailed to the secretaries of all divisions and counties in the province. The first questionnaire covers the resignations tendered from the first of September, 1960 to July 15, 1961 and the second questionnaire deals with those resignations received between mid-July and the end of August, 1961. The questionnaires are accompanied by a letter from the two organizations explaining the objectives of this study and asking that all forms be completed and returned to the Alberta School Trustees' Association by July 18 and by September 5, 1961.

As pointed out previously, the object of the questionnaires is to obtain as complete a record as possible of the dates and reasons for resignation. We urge all teachers who will be resigning from their positions within the dates mentioned to collaborate fully with the secretary of the school division or county in the completion of the form. It is only by the cooperation of all parties concerned that sufficient data may be available to form a realistic basis for further discussions on the problem of resignation dates.

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If our society is not to seize up completely, it has to start rebuilding education from the bottom up. This implies changes at all levels: changes in financial policy, changes in administrative structure, changes in school organization, new policies in teacher training, and a completely new attitude to teaching procedures. It seems clear that professional educators would be well advised to spearhead the movement for change rather than wait for changes to be forced upon them.



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## Cover Story

# The Pigeon Hawk

When the snow still lies deep in the wood and the bitter blasts of February drive to the bone, the stout-hearted pigeon hawk arrives from the south. From his early winter haunts in the Gulf States, Mexico and the West Indies, he is the first of our migrants to return. The dark eye, long pointed wings and rapid wingbeat will immediately class him with the Falconinae. The second smallest of the falcons, the pigeon hawk is easily distinguished from his slightly smaller cousin, the sparrow hawk, by the absence of rusty-red in the plumage and the conspicuous black and white barring in the tail; size alone is sufficient to separate him from his larger relatives.

Since the breeding range of the pigeon hawk lies almost entirely north of the forty-ninth parallel, most American ornithologists, who would study his reproductive cycle at first hand, come to Canada to do so. The nesting of the species occurs generally during the month of May and the site chosen is the abandoned nest of crow or magpie. The clutch of four or five creamy eggs, beautifully spotted or blotched with warm browns, is laid and incubation commences. Pigeon hawks invariably betray the presence of the nest by flying out to meet intruders and berating them with a noisy series of "ca . . . ca . . . ca's."

Unlike most of the falcons, the hunting bird is wont to perch high on a point of vantage and await the passage of his prey. At the approach of a prospective victim, he immediately darts in swift pursuit but is often foiled either by the superior manoeuvrability of his intended prey or by its headlong retreat to the safety of available cover. I have many times observed pigeon hawks pursue migrating shorebirds without success.

The tiercel often brings food to the incubating falcon. With the prey clutched securely in his talons he flies directly towards the nest and begins calling to her while yet some distance away. Immediately, the falcon leaves her eggs and flashes out to meet him. The male rises sharply above her and drops the prey, whereupon she deftly catches it in mid-air and takes it to a nearby perch to feed before resuming incubation duties. Once eggs have hatched, she shares the excess with her downy chicks.

In the Middle Ages when the art of falconry flourished, pigeon hawks were flown by ladies since they found the larger peregrine falcons too heavy to be carried on the fist for extended periods.

The cover picture was taken at 1/5000 of a second in order to freeze the intense action and portray some of the fascinating details of full flight.

—Cy Hampson

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Please direct inquiries and applications to Dr. W. D. McDougall, Chairman of the Division of Elementary Education, or to Dr. H. S. Baker, Chairman of the Division of Secondary Education, University of Alberta, Edmonton.

## University of Alberta SUMMER SESSION

Edmonton and Calgary  
July 3 to August 15, 1961

The Summer Session Announcement is now available for distribution. When applying for same, please use the form which appeared in the December issue of this magazine.

### PLEASE NOTE

- Pre-session study is required in all courses.
- Students who have not previously attended the University must file Application for Admission forms not later than April 1.
- Except for English 2, the deadline for registration is May 1.
- Registrations in English 2 must be filed by February 15.

# THE ATA NEWS BEAT

## Evaluation of teacher education

Late in December, representatives of the Department of Education, the Faculty of Education, the Alberta School Trustees' Association, and The Alberta Teachers' Association met to consider amendments to the *Appendix to Salary Schedules*. This document sets out "years of training for salary purposes". It is proposed that evaluations of graduate work done elsewhere be on the basis of six semester hours or nine quarter hours equalling one University of Alberta course, and that 48 semester hours or 72 quarter hours be required of teachers for the master's degree standing. This proposal, if approved by the executives of the ASTA and ATA, would come into effect July 1, 1961. Mr. Seymour is our representative on the Salary Appendix Committee.

The Salary Evaluation Committee met in December and considered the effect of the Cameron Commission recommendation that only full years be given in salary evaluations. This recommendation proposes that certificates be marked as Stage I, Stage II, Stage III, Stage IV, Stage V, or Stage VI, according to completed years of teacher education. The Salary Evaluation Committee is made up of the dean and assistant dean of the Faculty of Education, the registrar and admissions registrar of the University of Alberta, and the ATA president and executive secretary.

## Barnett House

At its meeting on December 9, the Executive Council was presented with detailed plans for the new building and authorized the letting of the contract on the basis outlined by our architects.

The new building is to be located on slightly over an acre of land on 142 Street just south of 111 Avenue. It consists of three major areas: office space, service area, and assembly area.

The office section will have three

floors, the lowest being semi-basement. This basement floor will contain our enlarged printing department, storage, library, staff rooms, and committee room, as well as the heating plant, and electrical and telephone equipment rooms. The main floor will serve as the ATA offices. The top floor is planned for future expansion space if and when the Association requires it, but, in the meantime, the Board of Administrators, Teachers' Retirement Fund and the credit union will occupy separate offices. The Edmonton Public Local, ATA, and the provincial home and school association are both considering renting space from us on this floor.

The service area joins the office portion of the building to the assembly portion. It consists of the necessary washrooms and janitor areas to service the entire building and includes the entrance lobby with its checkroom.

The assembly area comprises an auditorium to seat 250 persons and also council chambers for Executive Council meetings. A kitchen is provided which can serve both the auditorium and the council chamber.

The building will be of reinforced concrete construction. Exterior finishings will be in brick, concrete, and aluminum with some marble trim. Total floor space is nearly 21,000 square feet. The building will be fully air-conditioned.

## Accreditation questionnaire

The Accreditation Committee is anxious to obtain the opinions of educators in the province on all aspects of accreditation as it might apply to Alberta. During December, work on a questionnaire was completed and copies were mailed early in January to superintendents, assistant superintendents, and principals of schools with one high school room or more. Some replies are already in; we urge that questionnaires be completed

and returned to Barnett House as soon as possible.

The committee, in order to obtain as wide a variety of views as possible, has decided to seek the opinions of high school teachers in the 53 tax-supported high schools with nine teachers or more. For this purpose, further copies of the monograph have been sent to these particular schools in the ratio of one monograph to every three teachers. Should this number prove insufficient, more can be obtained free of charge from Barnett House. Teachers concerned are requested to read this document and discuss accreditation with their colleagues—perhaps this might be included as a topic at a staff meeting. In February, questionnaires will be sent to the principals of these 53 schools with the request that they be distributed to the staff. By the completion of these forms, teachers' views on accreditation can have an influence on determining practices in Alberta schools.

### Ethics Committee

The Executive Council of The Alberta Teachers' Association has named an Ethics Committee, consisting of H. C. Melsness, D. A. Prescott, M. Skuba, Dr. S. C. T. Clarke, E. J. Ingram and J. D. McFetridge to consider revisions to our Code of Ethics.

At its first meeting, the committee decided to frame its proposals in three documents: a code of ethics, containing items of conduct which are required or forbidden; a creed, outlining desirable and undesirable conduct; and an educational platform, containing the educational goals of the Association.

The proposals of the Ethics Committee will be circulated to all locals for their consideration and comments. The proposals will probably also be a topic for discussion at 1961-62 regional conferences.

Some time ago, The Alberta Teachers' Association prepared an ethics study kit for use by local associations in planning and conducting studies of our Code of Ethics. Locals were urged to send the

results of their studies to Barnett House for consideration by the Ethics Committee. Thus far, only two reports have been received. The Ethics Committee would still be happy to receive suggestions from local associations to assist it in its work.

### School buses

The Executive Council appointed a committee consisting of H. C. McCall (chairman), E. F. Bardock, P. Collins, E. H. Gabert, E. J. L. Guertin, Mrs. Jean Saville, A. D. Selinger, R. F. Staples, W. R. Eyres and J. D. McFetridge to study recommendations relevant to school bus operation. The committee was directed to outline suggestions the Executive Council could use in the preparation of a brief for submission to the Committee on School Bus Operation appointed by the Department of Education.

This committee met on December 17, and made the following suggestions.

- That a bus supervisor be employed by each school unit operating buses.
- That proper bus loading zones be established at any school served by buses.
- That an annual school on bus operation for all interested parties be held by each school unit operating buses.
- That a section be included in *The School Act* or in regulations of the Department of Education outlining minimum duties and responsibilities of bus drivers.
- That each school unit operating buses set up a screening process for bus drivers.
- That school units set up an approved list of extra drivers.
- That a study of extra mechanical safety devices that could be required equipment on school buses be made.
- That adequate staff be provided so that the Highway Traffic Board can do a thorough job of inspection and supervision of school buses in Alberta.

### Education Week

Each year, The Alberta Teachers' Association sponsors the official opening of Education Week in Alberta. The 1961

ceremony, to be held in Medicine Hat on Monday, March 6, will start with a banquet, to which approximately 300 educational and lay leaders from southeastern Alberta have been invited. Following the banquet, Education Week will be declared officially open and a keynote address by a noted educator will be delivered.

A committee composed of representatives from the locals in southeastern Alberta is presently at work planning the program and arranging for suitable publicity for Education Week.

All local associations and school staffs are also urged to plan their own Education Week programs. For program sug-

gestions, refer to the ATA Public Relations Bulletin, Volume IV, Number 2, December, 1960.

### **In your behalf**

During December, Dr. Clarke attended eleven committee meetings, ranging from internal affairs as dealt with by the Barnett House Committee, to joint concerns such as school grants. He spoke at an induction ceremony at Red Deer on December 7, and dealt with three grievances cases.

Mr. Seymour and Mr. McFetridge attended 11 meetings with school boards or teachers dealing with economic welfare. Mr. Seymour attended five other committee meetings and, by coincidence, so did Mr. McFetridge. These committees again ranged from internal matters such as pensions to joint concerns such as evaluation of years of training for salary purposes.

During December, Mr. Ingram was making plans relative to Education Week, the Alberta Education Council, and specialist councils. He also attended a meeting of the Edmonton Public Local's public relations committee, and spoke to education students on "ATA Professional Development Activities".

Mr. Eyres was to have taken part of his holidays during December. Instead of a month he has, in fact, had three weeks. He attended a TRF board meeting, a credit union meeting, and sat with several committees during December.

### **PRINCIPAL applications invited for a new COMPOSITE HIGH SCHOOL**

opening September 1, 1961, with 30 rooms and eventual enrollment of 1500-1800 pupils—by

**WEST JASPER PLACE  
SCHOOL DISTRICT No. 4679**

#### **Required qualifications:**

1. A valid teaching certificate
2. A master's degree

#### **Desirable qualifications:**

1. Graduate work in educational administration
2. Experience in a large or composite high school.

This position has been locally advertised.

#### **Apply:**

**Dr. P. F. Bergen, Superintendent  
10034 - 155 Street, Edmonton  
Phone HU 9-1022**

## ***Voters' List***

### **Elections, Executive Council The Alberta Teachers' Association**

The list of members of The Alberta Teachers' Association who are entitled to vote in the elections for the Executive Council will be published in February, 1961, in the form of a pamphlet. It will contain an alphabetical list of the names of members of the Association as registered on November 30, 1960. Teachers are requested to check it carefully to see that their names are included and, if they are not, to notify head office immediately.



## NEWS FROM OUR LOCALS

### Report on induction ceremony

An induction ceremony for new members of the teaching profession was arranged recently by the Acadia Local. Chairman for the evening was Nicholas Bozak, with Evert Krider and T. D. Smith participating in the program. Guest speaker, Superintendent G. Rancier, outlined the essential requirements of a professional teacher. The invocation was offered by Rev. Hayhurst. Inductees were Edith Cole, Mrs. G. Sullivan, and D. Theberge.

At the business meeting which preceded the ceremony, it was decided to hold meetings regularly on the fourth Friday of each month, with meeting places to be on a rotation basis. On behalf of the education committee, Mr. Bozak announced that arrangements had been made for the divisional high school testing program. It was suggested to the committee that each staff be assigned a topic of study. Special Education Week observances were also considered as a project. Officers for the current year are: Evert Krider, president; Mrs. Susan Ness, vice-president; Mrs. Jocelyn Kunert, secretary-treasurer; N. Bozak, M. Dzurko, Mrs. Frances Adams, and Mrs. Rose McDonald, education committee; T. D. Smith, Mrs. Gertrude Niwa, Don Bamber, and Tom Sugden, economic committee; Mrs. E. Krempien and Mr. Bozak, councillors; and Mrs. Krempien, press correspondent.

### Track meet discussed

At a recent meeting of the Athabasca Sublocal, the members discussed last year's track meet and plans for this spring's meet. Last year, the highest scoring rooms were given crests. A suggestion was made that perhaps something could be done to recognize individual achievement in this year's meet. The

third Wednesday of each month is the sublocal's regular meeting date. The new executive is: Nicholas Pesklivets, president; Peter Makar, vice-president; Mrs. Olia Marchuk, secretary-treasurer; Mrs. Julianne Pylypiuk, press correspondent; Frank Lockhart, track meet director; and Mrs. Barbara Ashacker, track meet secretary.

### Christmas party at Camrose

Teachers of the Camrose North Sublocal held their pre-Christmas party in the Round Hill Hall on December 13. With their wives, husbands and children, the teachers were treated to a full evening of games, music and song, topped by a turkey supper, served by the staff of the Round Hill School.

### Carstairs staff elects officers

Officers of the Carstairs Sublocal were elected at the first meeting in October. They are: Bill Steckley, president; Gerald Wiebe, vice-president; Marion Reid, secretary-treasurer; Mrs. Alyce Francis, ATA representative; and Mrs. Marjorie Owens, press correspondent. Program committee members are: Mrs. Christiansen, Division I; Mrs. Margaret Holt, Division II; Archie Goodbun, Division III; and Emerson Shantz, Division IV.

### Curriculum chosen as study project

At the November 30 meeting of the Clive-Satinwood Sublocal, the teachers voted to give study to the curriculum section of the report of the Cameron Commission. The motion followed a report on the matter by the local representative, Ralph Meerres. Brian Davis announced that an institute would be held in February for teachers of elementary and junior high school classes. Sublocal



officers are: Melvin Fisher, president; Brian Davis, vice-president; Rosalie Vandermeer, secretary; Mrs. W. Wright, public relations officer; Mrs. Phyllis Knight, sports committee representative; Ralph Meeres, local representative; Louis Hochachka, economic committee representative; and Mrs. Beatrice Russell, press correspondent.

#### **Award winners announced**

The Flagstaff Sublocal has reported the winners of awards sponsored by the sublocal and by other organizations for Grade IX and Grade XII students. Jane Trisko of Heisler won five Grade XII awards: English 30 (Alliance Canadian Legion), Social Studies 30 (Alliance Lions Club), Biology 32 (Heisler Board of Trade), French 30 (Forestburg Board of Trade), and Highest Grade XII Aggregate (Flagstaff Sublocal). Donald Janzen of Galahad won awards for Chemistry 30 (Galahad Chamber of Commerce) and Physics 30 (Heisler Lodge #115, OORP). The Mathematics 30 award (Forestburg Order of Eastern Star) was won by Carol Strauss of Heisler.

The awards for Grade IX Aggregate, Boy and Girl, were won by Gerald Widlake of Galahad and Andrea Hamilton of Forestburg. Highest Mark Grade IX, Grade IX Honors, and Grade IX, Honors Pass (two) award winners were: Andrea Hamilton, Diane Oberg of Forestburg, Helen Washburn of Galahad, and Rene Neumann of Forestburg, respectively. Sponsoring organizations were: Ladies' Welfare Club (Merna), Galahad Hospital Auxiliary, Heisler Home and School, Heisler Lodge #115, OORP, and Flagstaff Sublocal.

#### **Education in India**

B. S. Par Mar, formerly of East Punjab and now teaching at Buffalo Park School, was guest speaker at the Irma Sublocal annual Christmas supper on December 14. He chose "Education in India" as his topic and dealt with a number of aspects of education including the caste system.

Mr. Par Mar pointed out that this, too, is education because the mass of the people are having to be educated to accept the outcasts into the mainstream of Indian life. Mrs. A. Glasgow thanked the speaker on behalf of the teachers.

#### **Revision of tests suggested**

At the November meeting of the Northeast Calgary Rural Sublocal, a motion was passed recommending that the local set up an education committee and that one of its first projects be the revision of divisional tests in Grades VII and VIII. R. E. Bean gave an informative report on pension regulations.

#### **Induction ceremony planned**

On a motion introduced by Dick Humphreys and seconded by Glen Carmichael, the teachers of the Stony-Plain-Spruce Grove-Winterburn Sublocal at their meeting on November 22 appointed a committee to arrange for an induction ceremony for new teachers and for those teaching in the Stony Plain School Division for the first time. The affair will take the form of a banquet to be held in the Stony Plain Community Centre.

Other business at the meeting, which was attended by 33 members, included a report by A. Stecyk on sections of the Cameron Commission report to be studied by local groups, induction ceremonies in other sublocals, resolutions on curriculum and pensions, and scholarships. Following the business meeting the teachers were divided into four groups to consider the evening's discussion topic. The discussion will be continued at the next meeting because of the great interest shown.

#### **Wetaskiwin Sublocal officers**

The sublocal elected its new officers at the second meeting in October. They are: Keith Sterling, president; Elvin Person, vice-president; Ellen Rasmussen, secretary-treasurer; and Mrs. Doreen Smith, sublocal representative.

## ***Disposition of Resolutions from 1960 AGM***

The resolutions have been dealt with and/or referred as indicated. They are referred to by number and in the same order as printed in the May, 1960 issue of The ATA Magazine.

### **Adopted**

- C 1—reaffirms policy resolution 15.01; referred to our economic welfare department
- C 2—incorporated in policy as resolution 15.08 and referred to our economic welfare department
- C 7—resolution directs that no action be taken
- C 9—incorporated in policy as resolution 2.11; exchange teachers have been granted membership
- C11—referred to the Faculty of Education
- C20—now covered in policy resolution 11.01
- C23—incorporated in short-term policy as resolution S36
- C29—incorporated in policy as resolution 10.06
- C30—incorporated in policy as resolution 4.05 and referred to the Department of Education and the Government of the Province of Alberta
- C31—policy resolution 4.01 amended and referred to the Department of Education
- C32—incorporated in policy as resolution 4.06 and referred to the Department of Education
- C33—incorporated in policy as resolution 4.07 and referred to the Department of Education and the Government of the Province of Alberta
- C34—incorporated in policy as resolution 4.08 and referred to the Department of Education
- C35—incorporated in policy as resolution 4.09 and referred to the Department of Education
- C36—incorporated in policy as resolution 4.10 and referred to the Department of Education
- C37—incorporated in short-term policy as resolution S35 and referred to the Department of Education
- C38—incorporated in short-term policy as resolution S24 and referred to the Department of Education
- C39—incorporated in short-term policy as resolution S32
- C40—incorporated in policy as resolution 4.11 and referred to the Faculty of Education, the Department of Education, and the Government of the Province of Alberta
- C41—reaffirms policy resolution 17.04; incorporated in policy as resolution 17.03 and referred to the Faculty of Education and the Department of Education.
- C42—incorporated in policy as resolution 12.01
- C43—incorporated in policy as resolution 2.12 and referred to the Department of Education
- C44—policy resolution 4.03 amended
- C45—incorporated in short-term policy as resolution S19
- C46—incorporated in policy as resolution 15.11
- C47—incorporated in policy as resolution 12.03
- C48—incorporated in policy as resolution 13.14 and referred to the Department of Education
- C49—incorporated in policy as resolution 15.12 and referred to our economic welfare department
- C52—incorporated in policy as resolution 11.01
- C53—incorporated in policy as resolution 11.02
- C54—short-term policy resolution S18 amended
- C55—short-term policy resolution S19 (of 1959) deleted
- C56—short-term policy resolution S24 (of 1959) deleted

- C57—short-term policy resolution S21 amended
- C58—incorporated in short-term policy as resolution S33; pension increased accordingly
- C60—incorporated in policy as resolution 7.01 and referred to Canadian Teachers' Federation
- C61—policy resolution 10.06 deleted
- C62—incorporated in policy as resolution 13.07 and referred to the Department of Education
- C63—policy resolution 13.13 amended and referred to the Department of Education
- C64—policy resolution 13.14 (of 1959) deleted
- C65—policy resolution 13.20 amended and referred to the Department of Education and the Government of the Province of Alberta
- C66—policy resolution 15.01 amended and referred to our economic welfare department
- C67—incorporated in policy as resolution 15.03 and referred to our economic welfare department
- C68—policy resolution 15.08 (of 1959) deleted
- C69—policy resolution 16.02 amended
- C70—reaffirms policy resolution 17.03
- C71—incorporated in policy as resolution 15.13 and referred to our economic welfare department
- C72—incorporated in policy as resolution 15.14 and referred to our economic welfare department
- C73—incorporated in short-term policy as resolution S34
- C74—Electoral Vote No. 5 of 1960 instituted
- C75—fee by-law amended
- C76—incorporated in short-term policy as resolution S37

### Referred to Executive Council

- C 5—referred to ASTA-ATA joint committee
- C13—referred to ASTA-ATA joint committee
- C51—nothing concrete has developed as a result of this resolution

### Is Our Mathematics Text Language Up to Date?

*(Continued from Page 14)*

be drawn through these points only if it is known that  $x$  is continuous in its domain and  $y$  is continuous in its range. Conventionally, in the present texts, continuous lines are drawn through the points without regard to the continuity of the domain and the range. In the interests of rigor and exact thinking, there should be a statement on the matter of continuity in each case.

A function does not exist if there is more than one  $y$  corresponding to any  $x$ . Hence, there are no multi-valued functions. The existence of more than one  $y$  for any  $x$  involves the concept of "relation", which is a set of ordered pairs without restriction on the number of  $y$ 's corresponding to any  $x$ . However, there may be more than one  $x$  for which  $y$  has the same value, the most important of these being those values of  $x$  for which  $y = 0$ . These values of  $x$  are called "the zeros of the function". Hence a linear function cannot have more than one zero, and a quadratic function cannot have more than two zeros. These zeros are real values of  $x$  if the graph intercepts the  $x$ -axis, but they are complex (imaginary) if the graph does not intercept the  $x$ -axis. All the points on the graph line represent real number-pairs since the two axes are each a real number line. In this context, the so-called  $y$ -axis is not the "axis of pure imaginaries" used when a complex number representation is required. Keeping this point in mind should prevent confusion in later graph work in Mathematics 30 and Mathematics 31.

It should thus be apparent that teachers may readily bring Chapter One into line with current terminology and usage without jeopardizing a student's handling of the final examination paper in which only conventional usages will appear. A student thus taught will be better prepared for work in modern university texts in mathematics which assume some up-to-date knowledge of sets and functions.

# Q & A

## OUR READERS WRITE

◆ *What progress is being made for reciprocal pension agreements with other provinces?*

Not too much, to the best of our knowledge. Some provinces believe that reciprocity between pension plans in Canada cannot be achieved because of the complicated formula which would be required in working out an exchange of funds. Other provinces may not be too interested in facilitating the drift of their teachers to other provinces. We have heard that there is a degree of optimism for vesting a teacher's pension rights, so that when he reaches pensionable age he may look forward to receiving pension from those provinces in which he taught long enough to establish a pension entitlement.

◆ *Is it possible for me to exchange teaching positions with a teacher in England?*

If you are interested in planning an exchange for 1961-62, we suggest that you contact the registrar of the Department of Education, Edmonton, for the necessary information. But don't delay! Time for making exchange arrangements for next year is short.

◆ *I am interested in a teaching position in Ontario. Who should I get in touch with about my teaching certificate and membership in the teachers' organization?*

If you are interested in a position in the high school, write to the secretary-treasurer of the Ontario Secondary School Teachers' Federation at 1260 Bay Street, Toronto 5. If you are interested in teaching in elementary grades, write to

the secretary of the Ontario Public School Men Teachers' Federation, 1260 Bay Street, Toronto 5. For information on certification you should write to the registrar of the Department of Education, Toronto.

◆ *Does a school receive grant for days during which classes are suspended because of a schedule of parent-teacher interviews?*

We would expect that grant would be available, providing the parent-teacher interview activity has been approved by the school board on recommendation of the superintendent.

◆ *Is the . . . school . . . in good standing with the Association?*

The Association has not, to the best of our knowledge, declared a particular school district, division or county to be in either good or bad standing.

◆ *When is the 1961 Annual General Meeting and where will it be held?*

April 3, 4 and 5 in the Macdonald Hotel in Edmonton.

◆ *Can kindergarten teachers belong to The Alberta Teachers' Association?*

Yes, they can choose to belong as optional members, providing they hold valid teaching certification from the Alberta Department of Education.

◆ *What qualifications do I need to be considered for appointment as an ATA economic consultant?*

Persons with considerable experience as members of economic and negotiating committees are recommended for consideration to the Executive Council by the district representatives. From the listing, the Executive Council chooses

## OUR LIBRARY

### Book Review

#### *The Map That Grew*

Dewdney, Selwyn; Oxford University Press, Toronto 2, Ontario; \$2.75.

Two Ontario boys who are anxious to have a ride in a helicopter are promised a flight home if they are able to make it to the pilot's base on their own. The book relates their trip across country, aided by a map provided by the grandfather of one of the boys. They learn to read the map, to use the legend, and to add to the map whenever they find a feature not shown on it.

On the first part of their journey, which is by rowboat, they see a fisherman bring in a good catch and watch the fish being prepared for shipment. Later they meet a lumberman, an Indian family, a biologist for the Department of Lands and Forests, and a forest ranger. At one time they become lost only to realize that they no longer have their compass.

The story is educational as well as entertaining and is well illustrated by

the author. Selwyn Dewdney worked with the Dominion Geological Survey and is well qualified to write a story which gives an introduction to map reading.

—E. W. J.

### New Acquisitions for the ATA Library

#### *Automatic Teaching: The State of the Art*

Galanter, Eugene (editor); John Wiley and Sons Inc., New York; pp. 198.

#### *A History of Education*

Cole, Luella; Holt, Reinhart, Winston, New York; pp. 700.

#### *Making Arithmetic Meaningful*

Brueckner, Leo J. and Grossnickle, Foster E.; The John C. Winston Company, Toronto 18, Ontario; pp. 570.

#### *The Politics of Education*

MacKinnon, Frank; University of Toronto Press, Toronto 5, Ontario; pp. 187.

#### *Your Home and You*

Greer, Carlotta C.; Allyn & Bacon, Inc., New York; pp. 750.

those who will be offered the seminar training over a period of three successive annual schools.

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Joyce Lampard

◆ *Am I entitled to the cumulative sick leave which I had earned during my previous employment with the . . . school division?*

No. The collective agreement for your school division states specifically that all benefits accrued under that section of the agreement terminate automatically when a teacher resigns from the teaching staff.

◆ *Would you please let me know what pension I will receive if I retire this year?*

This question can be answered only by the Board of Administrators of the Teachers' Retirement Fund. Write to the secretary-treasurer of the Board of Administrators, Teachers' Retirement Fund, 9929 - 103 Street, Edmonton.

## THE SECRETARY REPORTS

### Giftedness

In the past few years giftedness has received considerable attention. Many school programs have been developed for gifted students. Research projects, which provide facts on which such programs are based, are currently popular. A most recent report is *The Gifted Student*, United States Department of Health, Education, and Welfare, Cooperative Research Monograph No. 2. This monograph includes an account of research on the dimensions, classroom behavior, and motivational patterns of the gifted, as well as a statement of needed research. The first study mentioned was done by J. W. Getzels and P. W. Jackson of the University of Chicago. It is most thought-provoking.

These researchers examined the literature on giftedness and prepared an Outstanding Traits Test consisting of 13 items which parents, teachers, and graduate students recognized as components of giftedness. Examples include intelligence, social skill, emotional stability, a wide variety of interests, creativity, superior school achievement, and health. Fourteen women teachers and 28 mothers were asked to rank the children described in the test on the degree to which they would be willing to call them gifted. Both teachers and parents ranked the traits which described the children in essentially the same order ( $r=0.86$ ). Thus, the first six teacher-rankings were: IQ, good marks, creativity, goal-directedness, social skill, and moral character. The first six parent-rankings were: creativity, IQ, goal-directedness, social skill, good marks, and wide interests. Teachers were then asked to rank the children described in the Outstanding Traits Test on the degree they would like to have these children as members of their classes. The teacher ranking for giftedness and for desirability in class were quite similar ( $r=0.86$ ). The parents were then asked to rank the children on the degree to which they would like to have them as members of their families. The parent ranking for giftedness and for desirability for family membership bore no resemblance ( $r=0$ ). In effect, the teacher wants the gifted child as he defines him in his classroom, but the parent does not want this gifted child in the family.

The teachers were further asked to rank the children described in the Outstanding Traits Test on the degree to which they would succeed in adult life. The three qualities ranking highest were social skill, goal-directedness, and emotional stability. The

same teachers had ranked IQ, good marks, and creativity as the first three qualities in describing giftedness. In effect, the teachers appeared to be saying: "The children who are gifted are the children I like to teach but are not the ones who I feel will be successful as adults."

Finally, the Outstanding Traits Test was administered to 450 high school students who were asked to rank the children on "the degree you would like to be like them". Results varied according to sex. For example, girls ranked social skill, moral character, and emotional stability at the top but ranked the qualities ascribed to gifted children by teachers and parents (IQ, high marks, and creativity) toward the bottom. In general, the students aspired to qualities different from the qualities their teachers and parents ascribed to giftedness. However, the students did aspire to the qualities teachers and parents believed predict success in adult life. "In this sense, children do not want to be gifted; they would much rather be successful."

This study may be criticized on the grounds that very small numbers are involved. It is, however, so provocative that it should be repeated. The ambivalence shown by teachers, and by parents bodes ill for programs designed for gifted students which do not take into account what parents really want, and what students really want. This is not to say that the school must provide only and precisely what parents and students want. Such a course would mean the abdication of the field by expert professional judgment. One application of the study's findings is to recognize that programs for the gifted must take into account and further the development of the traits parents, teachers, and students deem necessary for success in adult life. This would require local studies to determine the facts. Another application explains the underachiever (who aspires to traits deemed to produce adult success) versus the overachiever (who aspires to the traits of giftedness). The whole study raises as a question whether society—which determines students', parents', and teachers' values—can expect teachers as one tiny segment of itself (low in status, one percent in number) to develop talents to the maximum and so save Western civilization, despite these socially determined values.

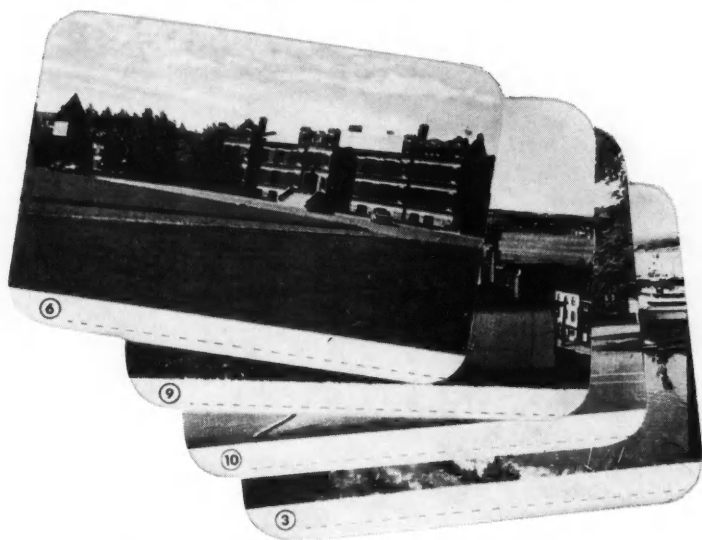
*Stanley Clarke*



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Applications are invited for the position of

## **Executive Assistant of The Alberta Teachers' Association**

The Association is expanding its services, particularly in the area of professional development, and requires the services of an additional executive assistant whose work will be largely but not necessarily exclusively in this field, with employment to commence not later than the first of July, 1961.

Applicants are requested to state academic qualifications, professional experience, and experience in Association activities.

Salary range on the present schedule is a minimum of \$8,400 with the bachelor's degree to a maximum of \$11,000 with the master's degree. Other details of conditions of employment include group medical services plan and group life insurance, provision for sabbatical leave, one month's annual vacation, sick leave, leave of absence, and coverage under *The Teachers' Retirement Fund Act*.

Applications will be accepted up to February 15, 1961 and should be addressed to —

**Executive Secretary  
The Alberta Teachers' Association  
Barnett House, 9929 - 103 Street  
Edmonton, Alberta**



